



# ISO NH 2021

THE 8TH INTERNATIONAL SEMINAR ON NUSANTARA HERITAGE

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**Proceeding:  
The 8th International Seminar  
on Nusantara Heritage  
(ISO NH 2021)**

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THE 8TH INTERNATIONAL SEMINAR  
ON NUSANTARA HERITAGE  
(8TH ISONH 2021)**



# **ISONH 2021**

THE 8TH INTERNATIONAL SEMINAR ON NUSANTARA HERITAGE

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## **STUDENTS' PERCEPTION ON TEACHING AND LEARNING THEATRE DESIGN ONLINE**

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**Abstract:** *The pandemic COVID-19 has changed the landscape of teaching and learning worldwide, which is not an exception for the performing arts encompassing theatre, music, and dance. Theatre design courses are studio based, taught primarily face-to-face, providing students with hands-on experience, enabling them to conceptualize design ideas and engage in presentation and receive comments on their design process. Unfortunately, not much is known if this similar learning experience could be fostered on an online platform. This research discusses the perception and challenges faced by the Drama and Theatre students of the Faculty of Applied and Creative Arts during the COVID-19 induced lockdown forcing the university to suspend face-to-face teaching and learning entirely. This qualitative research examines the perception and challenges was conducted on all Drama and Theatre students from year 1 to year 3 during semester 1 (12 October 2020 – 14 February 2021). The design courses that these students enrolled in are Fundamentals in Stage Design (Year 1 – 40 students), Scenography 1 (Year 2 – 23 students), and Design for Directors (Year 3 – 27 students). The findings of this research show the challenges and limitations faced by students. Herein, we discuss the outcome of the survey and provide recommendations on the possible teaching alternatives*

**Keywords:** *Theatre design, COVID-19, online pedagogy, online learning*

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### **Introduction**

Many sectors have been deeply affected by the COVID-19 pandemic, including the education sector. The high increase in positive COVID-19 cases throughout Malaysia led the Malaysian government to induce total lockdown, forcing all public and private universities to suspend face-to-face teaching and learning beginning 17 March 2020. Both lecturers and students were abruptly required to transition to online teaching and learn from conventional face-to-face methods. This transition from an environment of conventional education to distance and virtual learning could not happen overnight (Adnan & Anwar, 2020). Despite this, the respective higher learning institutions in Malaysia have done their best in providing various technological platforms like Google Class, Zoom, WebEx, and Microsoft Teams for lecturers to conduct classes. This was crucial in ensuring that the teaching and learning continued, although the delivery and receiving medium has completely changed. Despite such efforts, students do not necessarily share the same perspective towards online learning. In a study conducted to measure student readiness for online learning, some students were not ready for this transition, for example the case study on 399 UiTM students by Chung et al (2020). These students preferred traditional face-to-face teaching and learning because many of them face internet connectivity issues when they have synchronous online classes. Another aspect that is missing with online learning is the conventional classroom socialization amongst the students and the lecturer or instructor. Now, students only communicate with their classmates digitally and do not have the opportunity to meet their fellow course mates in person.